

Title: *Where in the land is Lincoln?*

Lesson plan for grade level 3, approximately 45 Minutes.

Goal: The goal of this lesson is for students to track Lincoln's movement through the land, using maps and timelines, and mark some of the important events along the way.

Students will pay particular attention to events and places in Illinois.

- IL.15.A.1b > Describe how wages/salaries can be earned in exchange for work.
- IL.16 GOAL: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
- IL.16.A.1a > Explain the difference between past, present and future time; place themselves in time.
- IL.16.B.1a.US > Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).
- IL.16.B.1b.US > Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln's Birthday, Martin Luther King's Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans' Day, Thanksgiving).
- IL.17.D STANDARD: Understand the historical significance of geography.
- IL.17.D.1 > Identify changes in geographic characteristics of a local region (e.g., town, community).
- NCSS.1.2 THEME TWO -- Time, Continuity, and Change: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change. Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change.
- NCSS.1.2.a ...assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- NCSS.1.2.b ...have learners apply key concepts from the study of history such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity;
- NCSS.1.2.c ...ask learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
- NCSS.1.2.d ...guide learners as they systematically employ processes of critical

- historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- NCSS.1.2.e ...provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
- NCSS.1.2.f ...enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues;
- NCSS.1.2.g ...People, Places, and Environment;
- NCSS.1.3 THEME THREE -- People, Places, and Environment: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environment. Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places and environments.
- NCSS.1.3.a ...enable learners to construct, use and refine mental maps of locales, regions, and the world that demonstrates their understanding of relative location, direction, size, and shape;
- S.1.3.b ...have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- NCSS.1.3.c ...teach students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;
- NCSS.1.3.d ...help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- NCSS.1.3.e ...challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;
- NCSS.1.3.f ...ask learners to describe how people create places that reflect culture, human needs, current values and ideals, and government policies;
- NCSS.1.3.g ...challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;
- NCSS.1.3.h ...have learners explore the ways Earths physical features have changed over time and to describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;
- NCSS.1.3.i ...provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;
- NCSS.1.3.j ...challenge learners to consider, compare, and evaluate existing

alternative uses of resources and land in communities, regions, nations, and the world;

- NCSS.1.4 **THEME FOUR -- Individual Development and Identity:** Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity. Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity.
- NCSS.1.4.a ...assist learners in articulating personal connections to time, place, and social/cultural systems;
- NCSS.1.4.b ...help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individuals daily life;
- NCSS.1.4.c ...assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- NCSS.1.4.d ...have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- NCSS.1.4.e ...guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- NCSS.1.4.f ...enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- NCSS.1.4.g ...have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- NCSS.1.4.h ...assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- NCSS.1.4.i ...enable learners to examine factors that contribute to and damage ones mental health and analyze issues related to mental health and behavioral disorders in contemporary society;

Lesson Objectives: Students will follow the Lincoln family movement with concentration on the Illinois area. The students will then create a map showing the Lincoln's path through Illinois and mark significant events along the way. The students should also be able to note what resources are most plentiful on their different stops in Illinois regions.

Resources: www.myillinoisgenealogy.com/il_maps/images/il11.gif

www.iltrails.org/1818ILMAP.JPG

www.alincolnlearning.us.lincolnlogcabin.html

www.historyplace.com/lincoln/

Lincoln, A Photo Biography By: Russell Freedman

Focusing Activity: Last time we discussed the natural resources of Illinois and where they were located throughout the state. We also discussed what resources were most prevalent during Mr. Lincoln's time and what they were used for. Today we are going to study the route and reasons that brought Abraham Lincoln to Illinois in the first place. We are going to follow the Lincoln Heritage Trail and discuss some of the major events along the way. Do any of you know anything about heritage trail or any of the landmarks that are on the trail? We will focus the largest part of our time on events and places in Coles and Crawford Counties. I would like to draw your attention to the map in front of you; this map shows the trail the Lincoln's followed through their travels. Do you believe that Illinois is different today because of Abraham Lincoln's influence? (Yes) Can you explain what kinds of things may have been changed because of him? (Law, and land division.)

Purpose: The purpose of this lesson is to show the impacts of Lincoln on the land and the changes that were made due to his presence. Why do we study Lincoln's travels? (Because he had a great impact on the land.) How did the events in Lincoln's life affect the way we live today? (He ended slavery and wrote many important laws.) What items do you think the Lincoln's carried when they traveled? (Axe, food, weapons, etc...)

Student Response: To show how Lincoln changed the land we live in, and how things changed because of Mr. Lincoln.

Content Knowledge: Together we will read about “The Lincoln Log Cabin State Historic Site” and review the maps of Illinois in 1816 and the maps of the heritage trail. We will discuss the important events that happened along the way, especially the ones that happened in Illinois’ Coles or Crawford Counties. What Lincoln landmarks exist in Illinois, Coles County, or Crawford County? (Lincoln Log Cabin) Why do you think these landmarks are important? (They show Lincoln’s impact on the land.) Do you know of any jobs that Mr. Lincoln held that might affect the way Illinois is divided today?(He worked in a land office.) (Consult maps and keys as well as timeline to gain perspective.)

First, I would like you to look at the two maps I have provided you with. Let’s begin by comparing them with the maps you saw last week. What is different or similar? (Map one, a map of Illinois in 1816, talk about counties and how land is divided. Second map is a map of Illinois in the late 1800’s. talk about the differences in the counties.)What do you notice specifically about Coles and Crawford Counties?(Coles county not there, Crawford county is huge!) (Now find the page in your packet that has a map of Illinois, Indiana and Kentucky and try to follow the trail. What do you notice about the trail? (Goes through three states.) Do you recognize any of the marked points on the map? (Yes, Springfield.) Now find the over head I have prepared for you. Now we are going to begin our own journey through Illinois by following Mr. Lincoln’s footsteps. Using the maps I have provided we are going to trace the heritage trail through Illinois and mark the most significant events that happen along the way. Each event that we mark will somehow have affected the land in Illinois today, or the resources we use. We will also note any significant speeches or major political events. The first event I want you to mark happened in Nolin Creek, Kentucky on February 12, 1809. Can anyone tell

me what that event was? (Lincoln was born.) Place a one on the map at this place. The next event we are going to mark happened in 1816, this is when Lincoln and his family crossed the Ohio River and moved to Indiana. Place a two at this point and connect one and two with a line. The next event we are going to mark is in 1830, Lincoln and his family move to Decatur, Illinois. We will mark Decatur with a three on our maps. Can anyone tell me what other event took place during this time? (Lincoln made his first political speech in favor of improving navigation on the Sangamon River). In 1831, Abe moves to New Salem where he works as a clerk in a village store. Let's mark this move to New Salem on our maps with a four. While in New Salem several other events occurred. Does anyone know what they were? (Lincoln became a candidate for Illinois General Assembly, Black Hawk War breaks out, opens own store with partner William Berry). In 1833 the store fails and Lincoln is appointed Postmaster of New Salem, and later Deputy County Surveyor. Can anyone tell me what a postmaster or surveyor is? The next place we are going to mark on your maps is Springfield. Lincoln moved to Springfield in 1837. Mark this with a five on your map. Can anyone tell me why Lincoln moved to Springfield? (Because he helped move the capital from Vandalia to Springfield). What else happened in 1837 or 1838 that had an effect on Illinois? (1. Became law partners with John Stuart 2. In 1838, re-elected to Illinois General Assembly, Whig floor leader). Some other important dates to remember in Lincoln's life are:

1839-travels through nine counties in Illinois as a lawyer on 8th Judicial Circuit and meets Mary Todd.

1842-Abraham Lincoln and Mary Todd get married on November 4.

1847-Moves to Washington D.C., takes seat with 30th congress.

1849>Returns to Springfield to practice law.

1860-November 6, Abraham Lincoln is elected 16th president of the United States.

1865-April 14, the president is shot in the head at Ford's Theater.

April 15, President Lincoln dies at 7:22 in the morning.

Response Activity: You are going to create a map that shows Lincoln's journey from Kentucky through Indiana and through Illinois. We will mark important landmarks along the way. +

Conclusion: What do you think the most important Lincoln event that happened in Illinois was? (Moving the state capital and being elected to the Illinois General Assembly) Why do you think this event was important? (Because they helped boost Lincoln's political career) Do you feel that this event had an effect on the land or resources of Illinois? (yes) Why or why not? (By changing the geography of the land. When he moved the capital he changed a major city.) What other events in Lincoln's life do you think carried this much significance? (His presidency) What kind of tools and resources do you think the Lincoln's carried when they traveled? (Axe, guns, bow and arrows, shovel, rope, and food.) +